DOCUMENT RESUME

ED 166 142 95 SP 013 740

TITLE Dialects and Dialect Learning. Description of Teacher Inservice Education Materials.

INSTITUTION National Education Association, Washington, D.C. Project on Utilization of Inservice Education R & D Outcomes.

SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.

PUB DATE Aug 77

CONTRACT 400-76-0091

NOTE 8p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.

DESCRIPTORS Dialect Studies; Elementary Secondary Education; *English Instruction; *Inservice Teacher Education; Instructional Materials; *Language Standardization; *Nonstandard Dialects; Phonetic Transcription; *Programed Materials; *Speech Instruction; Validated Programs

ABSTRACT

Understanding the nature of American dialects and the basic issues involved in teaching a standard English to speakers of nonstandard dialects is the subject of the inservice teacher education learning package described here. Inservice topics covered are broad phonetic transcriptions of speech and analyzing nonstandard features occurring in speech; concepts about American dialects; and the issue of bi-dialectualism. The participant learns to listen for and record the grammatical, lexical, and phonological construction most frequently found in nonstandard dialects. Information is provided on course content, purposes, resources, activities, and history of development. A critique and ordering information are also included. (DS)

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ED166142

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Title: DIALECTS AND DIALECT LEARNING

Publication Date(s): Copyright 1974

Intended Users: Preservice and inservice language arts teachers interested in modifying their procedures in teaching a standard English dialect to nonstandard dialect speakers

Grade Level(s): Kindergarten, elementary, middle, secondary school

Number: Individual or group

Primary Focus: Subjects highlighted are understanding the nature of American dialects and the basic issues involved in teaching a standard English to speakers of nonstandard dialects.

School subject(s) and/or inservice topic(s) covered:

Inservice topics covered are broad phonetic transcriptions of speech and analyzing nonstandard features occurring in speech; concepts about American dialects; and the issue of bi-dialectialism. The participant learns to listen for and record the grammatical, lexical, and phonological construction most frequently found in nonstandard dialects.

What participant does in using the materials:

The participant reads the text supplying key terms and concepts as requested, takes written check tests and taped (orally presented) check tests, and takes posttests utilizing taped materials. This is essentially a self-instructional course. The Curriculum Decisions component could be used effectively as the basis for a group discussion.

Resources:

This material is a self-contained, self-instructional course consisting of four programmed instructional units--with tape recordings and test materials. A Leader's Manual is also included. Approximate time for completion of all activities is 37 hours.

Describer critique:

The self-pacing, programmed learning format of this product is an effective way for individuals to learn the skills of phonetic transcription of speech and categorizing and recording nonstandard features of speech. Useful position papers with supporting documentation are presented in such a way as to help the teacher define and refine his or her own position on the sensitive issue of augmentation.

ELA32 (ELA) linguistics - (R) phonics - (ELA) listening TD

SP 013 746

1.0 PURPOSES:

Rationale

The following statement appears in the Introduction to Dialects and Dialect Learning: "In the course, nonstandard dialects are recognized as different, not deficient, varieties of English. The author's pedagogical point of view stresses the value of augmentation--the addition of a second dialect to the student's range of language skills--but the authors also stress that every respect must be accorded the student's own dialect."

Goals

According to the developers: "The objectives of the course are 1) to provide basic information about American dialects, 2) to provide instruction in listening for and recording the sounds which commonly occur in American speech, both standard and nonstandard, 3) to provide instruction in listening for and recording the grammatical, lexical, and phonological constructions most frequently found in nonstandard dialects, and 4) to introduce the basic issues involved in teaching a standard English to speakers of nonstandard dialects."

Objectives

The developers list the following four outcomes upon completion of the course:

- "Discuss ten critical concepts about American dialects;
- Write broad phonetic transcriptions of tape-recorded speech samples;
- Categorize and record nonstandard features occurring in student speech, and
- State and define a decision on the issue of teaching a standard English to speakers of a nonstandard dialect."

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

Dialects and Dialect Learning consists of four programmed units, including tape recordings and test materials.

Program I - About Dialects: A Program of Basic Information on American Regional and Social Dialects, John C. Maxwell (35 pp.)

Program II - Broad Phonetic Transcription: A Program for Learning to Record Speech Sounds, Karen M. Hess (110 pp. - includes taped material)

Introduction (pp. VII-X)
Graphemes, phones, phonemes, allophones, phonetics, phonemic transcription, narrow phonetic transcription, broad phonetic transcription

Part One - Consonants (pp. 1-34)
Part Two - Consonants: Voiced and Voiceless (pp. 35-63)
Part Three - Vowels and Diphthongs (pp. 64-75)
Instructions for Proceeding (p. 107)
Twenty-four Consonants - Summary (p. 108)
Vowels and Diphthongs - Summary (p. 110)

Program III - Analyzing Nonstandard Dialects: A Program Describing Some Major Features of Nonstandard Dialects With a Supplement on Nonstandard Spanish-American Dialects, Karen M. Hess (165 pp. - includes taped material)

Introduction (pp. 1-6); Part One - Grammatical Differences (pp. 8-86); Part Two - Lexical Differences (pp. 87-107); Part Three - Phonological Differences (pp. 108-152)

Supplement - Analyzing Nonstandard Spanish American Dialects

Introduction (p. 153)
I. Similarities to Other Nonstandard Dialects (pp. 154-157)
II. Unique Features of Spanish-American Dialects (pp. 158-160)
"Teaching English to the Mexican-American Student" by Luis J. Hernandez (pp. 161-165)

Program IV - Curriculum Decisions: A Program Describing Basic Issues Involved in Teaching a Standard English (43 pp. - includes taped material)

I. Stop the "Bad Trips" with Language Arts: Accountability in the Megapolis, by Shirley McNeil
Reading Guide (p. 1); Paper (pp. 2-8); Completed Reading Guide (p. 9)

II. Bidialectalism: The Linguistics of White Supremacy, by James Sledd
Reading Guide (p. 10); Paper (pp. 11-17); Completed Reading Guide (p. 22)

III. On Learning a Standard Dialect: A Position Paper, by John Maxwell
Reading Guide (p. 19); Paper (pp. 20-21); Completed Reading Guide (p. 22)

IV. Social Factors in the Consideration of Teaching Standard English, by Thomas Kockman
Reading Guide (p. 23); Paper (pp. 24-27); Completed Reading Guide (p. 28)

V. Your Position

VI. Concluding Discussion (pp. 35-36)

An Annotated Bibliography on Nonstandard Dialects, by Karen Hess (pp. 37-43)

Sequence

Although the developers do not state a prescribed sequence for using the materials, the describer infers from the format of the first three programs that they have been designed to be used sequentially. The fourth program, a collection of four papers on the issue of whether or not to teach a standard dialect to speakers of nonstandard English, could be used independently of the other programs.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

This course uses a programmed learning format for the first three components. The participant reads the text and fills in the blanks and immediately checks for the correct answers listed in the right hand margins. In Program II, after each section there is a written check test and a taped (orally presented) check test with answer keys. In Program III, there is an oral practice (taped) for each section. Following this taped practice is a written check test and a taped check test with answer keys. If the participant's score is below the performance criterion of 90% on either the written or taped check test, the participant rereads the program covered by the check test. The first three components are followed by a posttest utilizing taped materials. The fourth component consists of four issue papers and tapes of the papers. Preceding each paper is a brief reading guide to be used for jotting down arguments under appropriate categories. After reading the papers, the participant is asked whether to "augment" or not, based on the written notes. The participant is asked to articulate his own position on this issue.

3.2 Help given in use of product:

The program material includes a Leader's Manual which also contains the posttests for Program I, Program II, and Program III.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

The format for this course is known as linear small frame programming in which the reader supplies key terms and concepts as a way of reinforcing learning. In addition, Program II and Program III have both written and taped (orally presented) tests with answer keys for each section in the text. Program II and Program III each conclude with a posttest utilizing taped material. Program I has a written posttest.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

This program is designed as a self-instructional course. The participant needs the written program materials, the tapes, and a tape recorder. Program I requires approximately two hours, Program II requires roughly 12 hours, Program III requires approximately 15 hours, and Program IV requires approximately eight hours for completion. The Curriculum Decisions component (Program IV) could be used effectively as the basis for a group discussion. Approximate time for completion of all materials is 37 hours.

5.2 Distributor name/address:

National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
(217) 328-3870

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
DIALECTS AND DIALECT LEARNING*	$55.00	no	1/participant	no
Program I - About Dialects		no	1/participant	no
Program II - Broad Phonetic Transcription (with tape)		no	1/participant	no
Program III - Analyzing Nonstandard Dialects (with tape)		no	1/participant	no
Program IV - Curriculum Designs (with tape)		no	1/participant	no

Audiotapes are reusable.

*Package includes Leader's Manual, four programmed units, tape recordings, and test materials.

The work reported herein was supported by the National Institute of Education, Department of Health, Education, and Welfare, Contract No. 400-76-0091. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

Karen M. Hess, John C Maxwell, and Barbara K. Long developed this product. They are associated with the Central Midwest Regional Educational Laboratory, St. Ann, Missouri 63074.

6.2 How developed and when:

Dialects and Dialect Learning was developed in the early 1970's for the Central Midwest Regional Education Laboratory, with the assistance of linguistics experts from the University of Minnesota and the Center for Applied Linguistics, Washington, D.C. These materials were produced pursuant to an HEW-Office of Education contract.

6.3 Evidence of effectiveness with users:

The developers state that "as a result of tests conducted at various sites throughout the country, the course was modified and refined until 80% of all participants were able to meet the specified objectives."

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The reinforcing nature of a programmed learning format is a very effective way to learn how to write broad transcriptions of speech and to categorize and record nonstandard features of speech. This material is very useful to the person who is interested in analyzing the many sides of this complex issue of teaching a standard English to speakers of nonstandard dialects. This material is adaptable to all educators. The components are spiral bound books with material printed on the right hand page. After working through the right hand pages of the book, the participant turns the book around and procedes to work through the second half. The print appears to have been first mimeographed and then photocopied. In some instances the letters in some words are hard to distinguish. This presents a few difficulties in transcribing. The voices on the tapes are varied and the quality is good.

Content accuracy/social fairness/community acceptance issues:

The issue of teaching a standard English dialect to nonstandard dialect speakers is a very sensitive and controversial topic. Although the developers' point of view stresses augmentation, they have emphasized the point that respect must be accorded the student's own dialect. The component containing issue papers on the topic of bidialectalism presents different points of view as it attempts to help the participant reach his or her own conclusion on this subject.

Overall summary/comment:

The self-pacing, programmed learning format of this product is an effective way for individuals to learn the skills of phonetic transcription of speech and categorizing and recording nonstandard features of speech. Useful position papers with supporting documentation are presented in such a way as to help the teacher define and refine his or her own position on the sensitive issue of augmentation.

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